

School's SEND Information Report

At Bayford C of E Primary School, the Head Teacher, Teachers and Special Educational Needs and Disabilities Coordinator (SENDCo) frequently discuss the progress of all pupils. With regards to special needs, we feel it is important to address the difficulties some children experience, for whatever reason. This may involve short periods of interventions in a particular area, focussed help within the classroom, or referrals to outside agencies who can advise on how to address difficulties.

All Herts schools maintain a similar approach...

1. How does the school know if the children need extra help

- Refer to SEND Code Of Practice - introduction XI- definition
- Monitor progress - regular assessments of children's work and performance, by teachers, Headteacher and advisors
- Share concerns - parental input
- SENDCo advice
- Teacher assessments - teachers knowing children well
- Testing

Teachers continually assess children through regular pupil progress and attainment meetings. When progress and attainment are significantly below age related expectations further assessment may be necessary.

2. What should I do if I think my child may have SEN

- Make an appointment to discuss your concern with the class teacher
- Attend parent consultations

If you think your child may have SEND you need to arrange to meet the class teacher to discuss your concerns. This may be at a parents evening, by telephone or by appointment. Sometimes it might be necessary for the school's SENDCo to become involved.

3. How will the school staff support my child?

- Close relationships with parents
- Class teacher- Quality first teaching (whole class teaching)
- Focus/ small group teaching
- Teaching assistants
- SENDCo advice
- Specialist outside support, depending on need
- Head
- Governors

The class teacher is responsible for all the children in their class including those with SEND. It may be necessary for your child to receive extra support in small groups or occasionally on a one to one basis to address a particular need. The SENDCo may suggest the involvement of an outside specialist. Parents will be fully involved at every stage of the process.

4. How will I know how my child is doing?

- By attending Parent consultations
- Communication - further to parent consultations, usually by appointment. These can be requested by the teacher or parent
- End of year reports

5. How will the learning and development provision be matched to my child's needs?

- Good, quality teaching from the class teacher
- Careful planning- differentiation according to your child's needs
- Suitable support resources
- Regular assessment
- Small group or one to one support where appropriate
- Regular meetings and discussion with children where appropriate

6. What support will there be for my child's overall wellbeing?

- Assemblies/PSHE
- School council made up of children from each year group
- Pupil voice – talking to your children
- Wider outcomes- participating in extras activities, social development, enjoyment in and out of school, after school clubs
- Positive relationships- between parents, school and children
- Teaching assistant supporting the children
- Access to school Family Worker service
- Links to Children's Centre
- High expectations of behaviour and support for one another as detailed in the Behaviour and Anti-Bullying Policies
- If your child has a particular medical condition this will be discussed with the appropriate school staff

7. What training have the staff had, who support children with SEND?

- In school training on a range of SEND needs - ongoing
- SENDCo award
- Relevant courses and training for teachers and Teaching Assistants
- Bonneygrove Specific Learning Difficulties (SpLD) base training
- Ongoing SEND updates
- Ongoing advice from outside specialists

8. What specialist services and expertise are available at or accessed by the school?

- Good quality teaching
- SENDCo- expertise from within school
- Educational psychologist, SPLD base, Outreach support for specific needs, autism advisory service. Referral for these services is through the school SENDCo
- Health – School nurse, some referrals via GPs, speech and language advisory service
- Bonneygrove SPLD base – advice for specific difficulties in English and Maths
- Low incidence team – visual impairment, Hearing impairment, etc
- Services for emotional wellbeing

9. How will you help me to support my child's learning?

- School information about how to help your child
- Parent consultations
- End of year report
- Links from school website
- Parent workshops
- Parenting courses can be accessed through your local Children's Centre
- Children's Centre links

10. How will I be involved in discussions about and planning for my child's education?

- Target setting - monitoring progress
- Parent consultations - twice a year, more regular if needed
- CAF- for multiple needs, where multiple services are involved – A CAF is only instigated when parents want it
- Education Health and Care Plan (EHCP)

11. How will my child be included in activities outside the classroom including school trips?

- Risk assessments carried out - as appropriate
- Reasonable arrangements will be made dependent on your child's needs.
- Parent discussion with the Class Teacher and/or the Headteacher

12. How accessible is the school environment?

- All Hertfordshire schools will comply to the equality act 2010 and will make reasonable adjustments
- The Accessibility Plan is updated according to need

13. Who can I contact for further information?

- Class teacher
- SENDCo / Headteacher
- SEND Governor
- Governing body
- Parent Partnership
- County- SEND Officer

Whilst we would hope that problems may be overcome in school, a copy of the complaints procedure is available from the school office and the website

14. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- Secondary transition staff, from all local secondary schools, visit our school in the summer term of year 6, to meet all the children transferring to their schools
- All children spend a transition day at their chosen secondary school during the summer term of year 6
- Extra transition support/ plans - additional visits to secondary schools
- Internal transition meetings, where appropriate, between the school Senco and secondary transition staff
- Records are transferred and discussed within 15 days of the child leaving the school, underneath the education regulations act 2000. Both electronic and paper are transferred and discussed.
- Meetings for parents before children enter the school system.
- Extra visits can be arranged for pupils with SEND, entering the school system
- Children with SEND who join our school from another school, are able to have additional visits if needed.

Our school works closely with all settings at the time of transition, to ensure smooth transition and transfer of relevant information.

15. How are the school's resources allocated and matched to children's special educational needs?

- The school budget is decided by the Headteacher and Governors.

- In exceptional circumstances additional funding can be applied for using High Needs funding (ENF) for individuals. This is done by the SENDCo
- Within the budgetary constraints support is allocated according to the level of need.

16. How is the decision made about how much support my child will receive?

- In consultation with class teacher, parents, SENDCo and Head teacher to discuss what is appropriate
- Regular review meetings with professionals
- Careful monitoring of support to ensure development of the child's independence.

17. How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Information about the Hertfordshire Local authority offer can be found at:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

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